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ABSTRACT

Within the state of Illinois, the higher education structure includes many private institutions, a community college system, and four university systems. Since the early 1970s, efforts have been made at both institutional and state levels to improve articulation and transfer. Research conducted at Illinois State University (ISU) indicates that the transfer student population has become an increasing segment of the undergraduate student population, concomitant with an undergraduate enrollment reduction program designed to bring undergraduate enrollment to a level supported by existing fiscal resources. Within 7 years, fall undergraduate enrollment went from 28% to 39% transfer students, while at the upper division level, transfers increased from 44% to 52%. To improve service to transfer students, ISU implemented an on-line course articulation system in 1987, and conducted studies in fall 1994 of services provided to transfer students and of the persistence and graduation rates of transfer students. Over half of the students responding to the services survey had used registration, department/college advisement, student financial aid, student health, and records services, and with the exception of student financial aid services, over 60% of the respondents had positive evaluations of these services. Persistence rates for the fall 1983 to fall 1994 cohorts showed a persistence rate to the second year ranging from 70.5% to 80.3%, compared to a range of 71.9% to 80.4% for new beginning freshmen for the same time span. Transfer student continuation rate for the third year ranged from 38.4% to 43.4% compared to a range of 59.7% to 69.8% for new beginning freshmen. Graduation rates for new beginning transfer students were in a range from 22% to 33.5% at the end of 2 academic years. (KP)

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Understanding the Transfer Student -- Or Are We?

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Paper presented at the Annual National Transfer and Articulation Symposium (1st, Tucson, AZ, February 24-25, 1995)

JC 950 183

American Association of Collegiate Registrars and Admissions Officers
81st Annual Meeting, April 1995 - A Presentation

Title: Understanding The Transfer Student--Or Are We?
Presented by: Carolyn Bartlett and Patricia Abell

A TRANSFER PERSPECTIVE

In the Fall of 1991, the National Center for Academic Achievement and Transfer released their nine-point agenda designed to strengthen the curricular and instructional links between community colleges and baccalaureate institutions. The commission recommended steps to be taken by institutions, governing boards, regional accrediting bodies, states, and the federal government. The agenda called upon two-year and four-year institutions to:

- Establish a firm commitment to transfer
- Enrich the connection between teaching and transfer
- Revitalize academic relationships between institutions
- Manage transfer more effectively
- Identify and realize transfer goals
- Inform students fully
- Issue a clear public call for improved transfer
- Acknowledge the importance of financial support for transfer students
- Establish firm expectations of transfer success

Within the state of Illinois, the public higher education structure includes many private institutions, a state-wide community college system coordinated by the Illinois Community College Board, and four university systems coordinated by the Illinois Board of Higher Education. Although Joliet Junior College, located in Joliet, Illinois, is the first junior college in our nation, the formal establishment of the community college system within Illinois was in 1965. To improve transfer and articulation, several of the public universities and community colleges developed an agreement in the early 1970's whereby students who complete a baccalaureate-oriented Associate Degree would be admitted with junior standing and with all general education requirements completed.

Recognizing the need to improve the transfer process, a number of concerned individuals, many representing advisement, admissions, and registrar personnel, began meeting once or twice a semester in the early 1970's to discuss transfer and articulation issues. To ensure state-wide representation the Illinois Transfer Coordinators of Colleges and Universities was formed. Each president of a public or private institution was requested to appoint a Transfer Coordinator to represent their institution on this state-wide organization. While the organization has never had a budget, the Illinois Community College Board and the Illinois Board of Higher Education have provided some clerical and postage support. Through the efforts of this organization we have improved communication among two year and four year institutional personnel, developed a standard course articulation form, supported the establishment of a state-wide database, and have been instrumental in general education and program articulation initiatives.

In 1990, the Illinois Board of Higher Education, in conjunction with the Illinois Community College Board, established Transfer and Articulation policies on undergraduate education. These policies were amended in September 1994 to reflect current articulation initiatives designed to ensure that any student admitted in transfer to an Illinois baccalaureate degree-granting institution should be granted standing comparable to current students who have completed the same number of baccalaureate-level credit hours. Transfer students should be able to progress toward baccalaureate degree completion at a rate comparable to that of students who entered the baccalaureate institution as first-time freshmen.

ILLINOIS STATE UNIVERSITY

Founded in 1857 as the first public institution of higher education in the state, Illinois State University has developed into a major multiple-purpose university. The University is committed to providing undergraduate and graduate programs of the highest quality. The central mission of the University is to expand the horizons of knowledge and culture among students, colleagues, and the general citizenry through teaching and research. Serving a student body of 17,000 undergraduate and 2,600 graduate students, the University offers a wide range of academic programs including bachelor's, master's, and doctoral degrees. The campus is located in the twin cities of Bloomington and Normal, Illinois, and is served by Amtrak, air service, and three interstates (39, 55, and 74). Illinois State is accredited through the doctoral level by the Commission on Institutions of the North Central Association of Colleges and Schools and by the National Council for Accreditation of Teacher Education. In addition, 18 programs hold discipline-based accreditation.

Approximately five years ago, Illinois State implemented an undergraduate enrollment reduction program designed to reduce undergraduate enrollment to a level supported by existing fiscal resources. Enrollment targets were implemented by program and by class with the greatest emphasis placed on the freshmen class. With this program in place, we began to experience not only a reduction in the undergraduate enrollment but also a change in the composition of our student body.

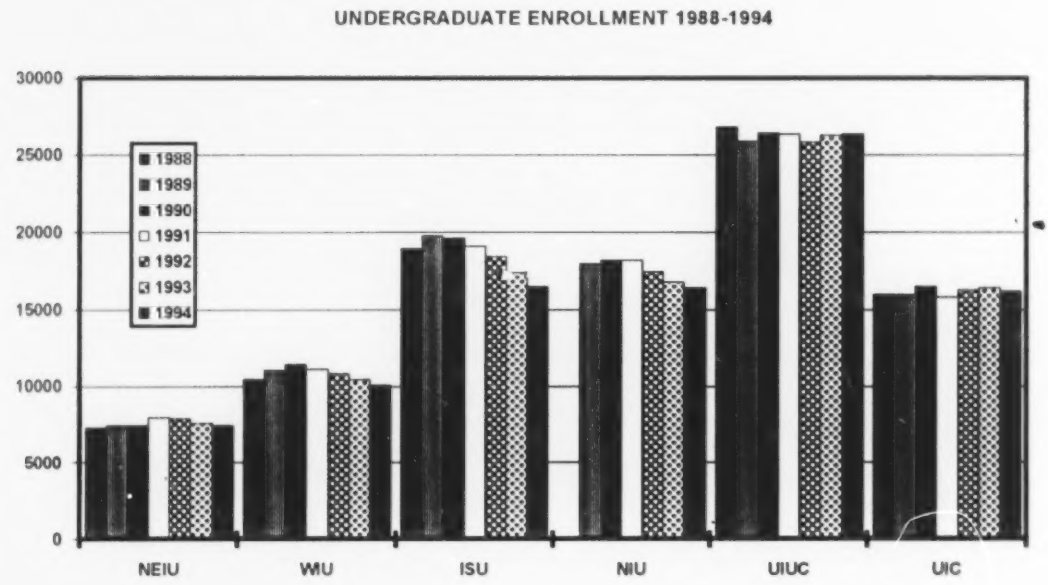
Illinois State University
Composition of Total Undergraduate Enrollment

Fall Session	Total Undergraduate Enrollment	Total Transfer Enrollment	Percent of Total
1994	16516	6531	39.50
1993	17404	6699	38.49
1992	18467	6762	36.56
1991	19096	6603	34.57
1990	19651	6348	32.30
1989	19803	5891	29.75
1988	18997	5310	27.95

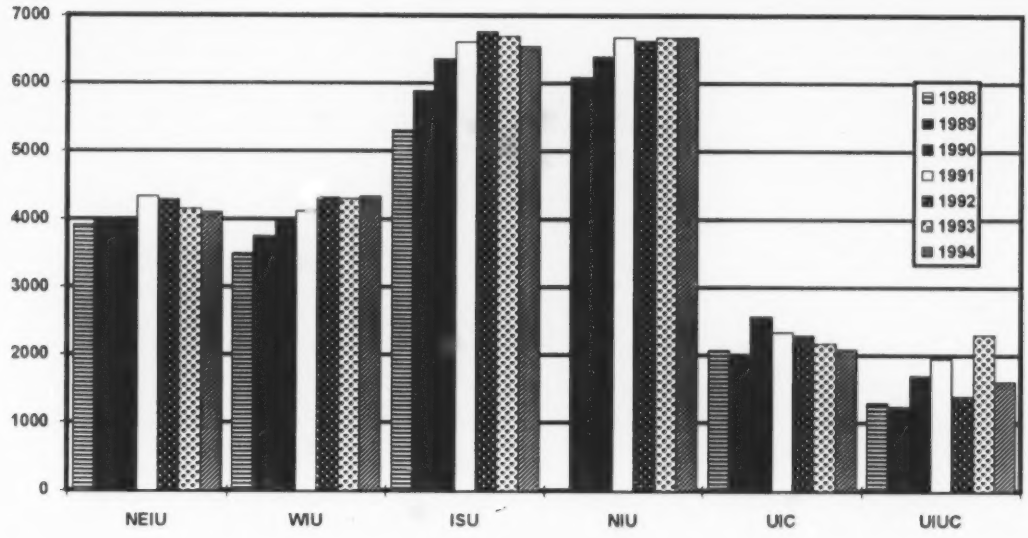
Illinois State University
Upper Division Undergraduate Enrollment

Fall Session	Total Juniors & Seniors	Total Junior & Senior Transfers	Percent
1994	9746	5061	52.0
1993	10101	5209	51.6
1992	10422	5204	49.9
1991	10263	4856	47.3
1990	9792	4297	43.9
1989	9535	4157	43.6
1988	9032	4050	44.8

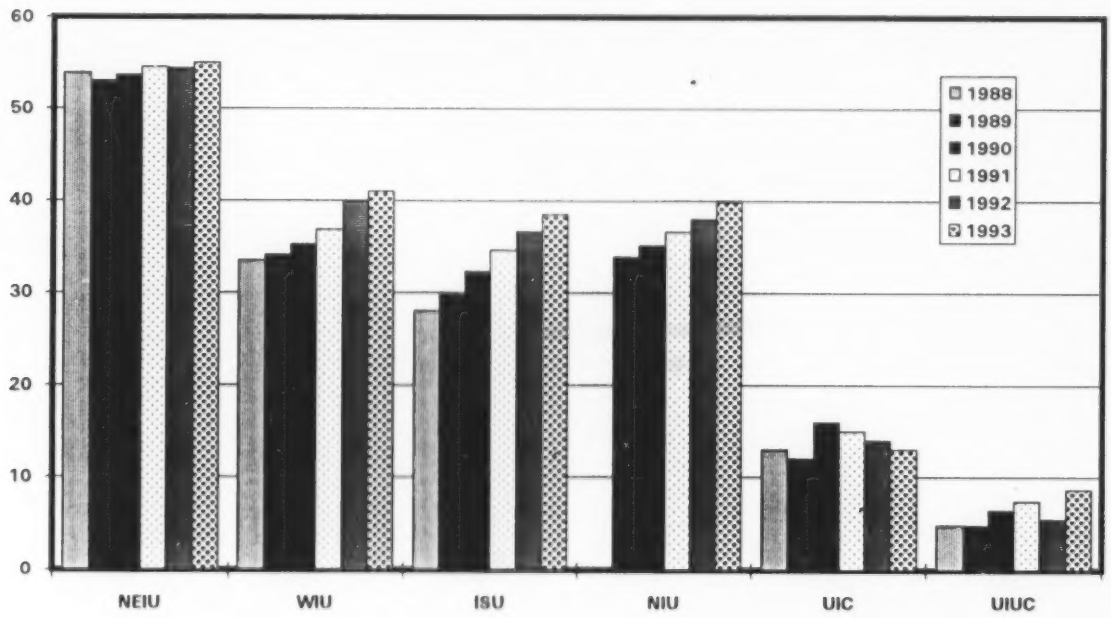
Within seven years, the fall undergraduate enrollment went from 28% to 39% transfer students and 72% to 61% native students. At the upper division level, transfers represented an increase from 44% to 52%. Data from the state-wide database for this same time period confirmed that Illinois State was one of four public universities that consistently enrolled the largest number of community college transfers. To better understand our enrollment pattern and to gain a state-wide perspective, we requested and received data regarding transfers as a percent of undergraduate enrollment from six of the 12 public universities. Some institutions were unable to respond as historic data had not been maintained by type of admission. Compared with six of the public universities, Illinois State experienced the greatest increase in transfers as a percent of undergraduate enrollment.



TOTAL TRANSFER ENROLLMENT



TRANSFERS AS PERCENT OF UNDERGRADUATE ENROLLMENT



To improve our service to transfer students and to support registration including prerequisite and degree audit systems, Illinois State implemented an on-line course articulation system in 1987. Currently, this system has over 750,000 individual course entries representing all courses offered at Illinois public community colleges and many courses offered by public and private universities both within and outside of Illinois. On-line access to course articulation is available campus-wide to students and to advisors. For a number of years, we have monitored the number of students awarded a degree with transfer credit on their record. Our statistics show that 75% to 78% of the students in a graduation session will have transfer credit as part of their academic record.

FALL 1994 TRANSFER FOCUS

Recognizing the increase in the number of transfer students, during Fall 1994 we focused our attention on assessing the services provided to our transfer students and completed a study on the persistence and graduation rates of our transfer students. This information was derived from various sources, both internal and external. Data for new transfer students entering in the Fall 1993 and continuing through the Spring and Fall of 1994 was obtained from the Student Information System. A survey focusing upon services offered by selected offices was designed and sent to these transfer students. Persistence, graduation rates, and comparative enrollment information were taken from reports generated by the Planning, Policy Studies and Information Systems Office. Information regarding enrollments of new transfer students from the state perspective was obtained from selected state universities and from studies conducted by the State of Illinois Board of Higher Education. These data were used to provide information on enrollments, attrition/retention rates, and student perceptions and attitudes towards Illinois State.

Assessment of Services to Transfer Students

Transfer students were defined as those students who transferred to Illinois State from a previous post secondary institution. A survey was designed to assess the support services utilized, including perceived quality of the service, by the transfer student. Support services participating in the survey included Registration Office (course enrollments; name, social security number, and address changes; current session record maintenance), Records Office (transcripts, verifications, past records maintenance), Undergraduate Evaluations (transfer credit, teacher's certification, degree audit), Veterans Affairs, Academic Advisement (freshmen), Department/College Advisement (Sophomores-Seniors), University Center for Learning Assistance (tutoring, English placement), Student Financial Aid, Career Services Center (career information, internship/professional practice, placement, resume), Student Counseling, and Student Health Services/Insurance.

The population selected to be surveyed were those transfer students whose first enrollment at Illinois State was the Fall 1993 and who also continued in the Spring of 1994 and the Fall of 1994. Demographic characteristics of the population surveyed follow:

SURVEY DEMOGRAPHICS

Gender				Type of Transfer	
Females	781	Average Age	22	Second Bachelor's	25
Males	742			Four Year Transfers	280
Total	1523	Average GPA	2.67	Two Year Transfers	1218
				Total	1523

Class Profile	Fall 1993	Fall 1994
Senior	124	777
Junior	1024	567
Sophomore	345	172
Freshmen	30	4
Unclassified	--	3
Total	1523	1523

Degree Status	
AA/AS Degree	635
No AA/AS	888
Total	1523

Students responding to the survey represented 18% of the initial population. Self-reported demographic characteristics of the transfer respondents follow:

SURVEY RESPONDENTS
SELF-REPORTED DEMOGRAPHICS

Gender				Type of Transfer	
No Response	2			Both	21
Females	183	Average Age	24	Four Year Transfers	68
Males	86	Median Age	21	Two Year Transfers	182
Total	271			Total	271
		Average GPA	3.08		

Class Profile	Fall 1993	Fall 1994
Senior	18	184
Junior	166	74
Sophomore	64	11
Freshmen	8	0
Unclassified	15	2
Total	271	271

Degree Status	
AA/AS Degree	156
No AA/AS	105
No Response	10
	271

Anticipated Graduation Date	
May, August, or December 1994	20
May, August, or December 1995	146
May, August, or December 1996	83
May 1997	14
Unknown	8
Total	271

Hours Worked Per Week	
1 to 10	51
11 to 20	68
21 to 30	40
over 30	20
Total No. Who Worked	179

SERVICES UTILIZED BY RESPONDENTS

Office	Number Who Utilized Services	Percent Response
Registration	264	97%
Department/College Advisement	210	77%
Student Financial Aid	170	63%
Student Health Services/Insurance	212	78%
Academic Advisement	113	41%
Records	150	55%
Undergraduate Evaluations	131	48%
University Center For Learning Assistance	48	18%
Career Services Center	72	27%
Student Counseling Center	24	9%
Veterans Affairs	30	11%

RESPONDENTS EVALUATION OF QUALITY OF SERVICE

Office	Areas	Positive		Average		Negative		Total
Registration	7	647	77%	139	17%	54	6%	840
Department/College Advisement	3	338	65%	99	19%	82	16%	519
Student Financial Aid	4	208	43%	107	22%	170	35%	485
Student Health Services/Insurance		285	65%	82	19%	72	16%	439
Academic Advisement	3	146	57%	60	23%	51	20%	257
Records	3	160	62%	64	25%	43	13%	258
Undergraduate Evaluations	6	208	61%	92	27%	39	12%	339
University Center For Learning Assistance	4	43	47%	30	33%	19	20%	92
Career Services Center	4	83	51%	42	26%	38	23%	163
Student Counseling Center		19	51%	13	35%	5	14%	37
Veterans Affairs	2	27	53%	17	33%	7	14%	51

Several students included written comments regarding the services of the specific offices and the campus in general. The areas receiving more negative comments included Parking, Student Financial Aid, and the ID system housed in Registration. Given the time of the year the survey was sent and the very negative experiences we had with the ID system, these responses were not surprising. Several students viewed the survey as positive and seemed delighted that the University valued their opinion. From the comments and evaluation marks, we identified areas where improvement of services including the communication efforts. regarding the services offered is needed.

Survey of Support Services for Transfer Students

A survey designed to identify special services for transfer students was sent to each of the participating support services identified in the transfer student assessment. The four questions asked of each office were as follows:

1) Briefly describe the services offered to transfer students.
2) Are any of these services unique to the transfer student? If yes, please identify.
3) How do transfer students know about these services?
4) Are there services for transfer students which you do not currently offer but plan to offer in the future?
5) Are there services which you think the transfer student needs that, to your knowledge, are not offered by any office within the University?

Except for pre-admission advisement for adult/non-traditional students offered through the Advisement Center, responses to question number one did not identify any additional services that had not been included in the survey. Responses to question number two identified two services unique to the transfer student: Financial Aid Office publishes a transfer brochure with a focus toward helping the transfer student enter the "mainstream" of the financial aid process and Academic Advisement schedules transfer students for longer appointments than native freshmen.

The Financial Aid brochure is mailed directly to the transfer student; otherwise, knowledge of existing services is dependent upon campus newspaper, information fairs, catalog, Class Registration Directory, Office brochures, Admissions Transfer newsletters (mailed during the admissions recruiting season), and word-of-mouth.

Responses to question four identified three services for transfer students currently not offered but may be offered in the future. The Registration Office is considering providing additional information regarding the advance registration process for on-campus students once the transfer student is enrolled on campus. Many transfer students complete initial registration with the assistance of an advisor or registration personnel.

The Counseling Center is considering offering a group session specifically focusing upon the adjustment problems and issues of transfer students. Also, Academic Advisement will begin offering "outreach" advisement assistance to students from major feeder community colleges. The main goal is to provide a service to help students determine appropriate academic plans early in their community college experience; advance planning might enable students to enter Illinois State directly into majors as opposed to the general student category.

Services identified which transfer students need that are not offered by any office within the University included: 1) offering a required orientation session, early within the transfer students initial semester, which focuses on various services available to students and 2) a better means of informing the transfer student about services and non-academic requirements (immunization requirements, health insurance options). Both the survey completed by the transfer student and the survey regarding unique services to transfers raised the conscience of the University personnel.

Persistence and Graduation Rates of Transfer Students

To investigate the persistence and graduation rates of transfer students, two studies completed by the Planning, Policy Studies, and Information Systems Office were examined. The first study reviewed compared the persistence and graduation rates for new beginning freshmen and new beginning transfer students for Fall 1983 to Fall 1994 Cohorts.

Illinois State University
Persistence by Term for New Beginning Freshmen
Fall 1983 to 1994 Cohorts

Number

Year/Term	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
1 Fall	3,501	3,754	3,898	4,137	3,940	3,618	3,690	3,260	3,034	2,899	2,405	2,400
Spring	3,257	3,436	3,592	3,841	3,690	3,409	3,428	3,052	2,839	2,703	2,221	--
Summer	159	124	168	210	197	180	206	162	153	117	121	--
2 Fall	2,650	2,698	2,903	3,123	3,099	2,908	2,826	2,408	2,234	2,127	1,761	--
Spring	2,462	2,496	2,702	2,886	2,889	2,704	2,642	2,217	2,089	2,000	--	--
Summer	291	393	413	471	456	466	420	360	313	324	--	--
3 Fall	2,180	2,242	2,462	2,632	2,637	2,524	2,406	2,043	1,931	1,818	--	--
Spring	2,120	2,165	2,404	2,554	2,535	2,457	2,334	1,971	1,872	--	--	--
Summer	822	853	932	913	1,010	1,025	799	729	732	--	--	--
4 Fall	2,046	2,042	2,309	2,475	2,417	2,339	2,195	1,925	1,807	--	--	--
Spring	1,978	1,946	2,210	2,352	2,307	2,206	2,121	1,842	--	--	--	--
Summer	680	715	776	777	832	675	666	570	--	--	--	--
5 Fall	790	885	1,003	1,074	1,038	1,095	1,061	947	--	--	--	--
Spring	462	512	564	653	631	682	663	--	--	--	--	--
Summer	148	173	167	197	181	191	206	--	--	--	--	--
6 Fall	151	148	182	205	187	210	230	--	--	--	--	--
Spring	97	98	120	132	115	127	--	--	--	--	--	--
Summer	40	44	44	48	48	31	--	--	--	--	--	--
7 Fall	59	50	45	69	62	55	--	--	--	--	--	--

Percent of Initial Cohort

Year/Term	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
1 Fall	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Spring	93.0	91.5	92.1	92.8	93.7	94.2	92.9	93.6	93.6	93.2	92.3	--
Summer	4.5	3.3	4.3	5.1	5.0	5.0	5.6	5.0	5.0	4.0	5.0	--
2 Fall	75.7	71.9	74.5	75.5	78.7	80.4	76.6	73.9	73.6	73.4	73.2	--
Spring	70.3	66.5	69.3	69.8	73.3	74.7	71.6	68.0	68.9	69.0	--	--
Summer	8.3	10.5	10.6	11.4	11.6	12.9	11.4	11.0	10.3	11.2	--	--
3 Fall	62.3	59.7	63.2	63.6	66.9	69.8	65.2	62.7	63.6	62.7	--	--
Spring	60.6	57.7	61.7	61.7	64.3	67.9	63.3	60.5	61.7	--	--	--
Summer	23.5	22.7	23.9	22.1	25.6	28.3	21.7	22.4	24.1	--	--	--
4 Fall	58.4	54.4	59.2	59.8	61.3	64.6	59.5	59.0	59.6	--	--	--
Spring	56.5	51.8	56.7	56.9	58.6	61.0	57.5	56.5	--	--	--	--
Summer	19.4	19.0	19.9	18.8	21.1	18.7	18.0	17.5	--	--	--	--
5 Fall	22.6	23.6	25.7	26.0	26.3	30.3	28.8	29.0	--	--	--	--
Spring	13.2	13.6	14.5	15.8	16.0	18.9	18.0	--	--	--	--	--
Summer	4.2	4.6	4.3	4.8	4.6	5.3	5.6	--	--	--	--	--
6 Fall	4.3	3.9	4.7	5.0	4.7	5.8	6.2	--	--	--	--	--
Spring	2.8	2.6	3.1	3.2	2.9	3.5	--	--	--	--	--	--
Summer	1.1	1.2	1.1	1.2	1.2	0.9	--	--	--	--	--	--
7 Fall	1.7	1.3	1.2	1.7	1.6	1.5	--	--	--	--	--	--

Illinois State University
Persistence by Term for New Beginning Transfers
Fall 1983 to 1994 Cohorts

Number

Year/Term	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
1 Fall	2,052	1,859	1,749	1,856	1,967	1,236	2,031	2,244	2,124	2,173	1,992
Spring	1,767	1,650	1,556	1,648	1,767	1,120	1,805	1,976	1,897	1,935	1,792
Summer	366	281	370	442	473	243	452	444	420	504	388
2 Fall	1,446	1,402	1,337	1,417	1,505	993	1,556	1,653	1,576	1,636	1,528
Spring	1,329	1,328	1,250	1,332	1,400	954	1,475	1,512	1,460	1,516	--
Summer	338	402	431	457	446	261	425	453	480	483	--
3 Fall	788	806	758	797	854	488	847	959	914	932	--
Spring	601	601	540	573	636	355	629	726	668	--	--
Summer	223	228	190	205	216	111	182	202	188	--	--
4 Fall	279	288	264	275	297	153	309	360	324	--	--
Spring	210	190	179	177	208	108	207	234	--	--	--
Summer	69	65	68	73	75	35	54	68	--	--	--
5 Fall	99	69	78	79	100	54	110	114	--	--	--
Spring	63	49	62	56	81	44	87	--	--	--	--
Summer	18	27	21	17	36	17	29	--	--	--	--
6 Fall	41	34	34	31	49	30	58	--	--	--	--
Spring	35	25	23	30	33	30	--	--	--	--	--
Summer	6	13	8	10	7	4	--	--	--	--	--
7 Fall	24	22	16	30	29	17	--	--	--	--	--
Spring	19	23	15	26	24	--	--	--	--	--	--
Summer	6	10	5	8	10	--	--	--	--	--	--
8 Fall	18	20	11	24	23	--	--	--	--	--	--

Percent of Initial Cohort

Year/Term	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
1 Fall	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Spring	86.1	88.8	89.0	88.8	89.8	90.6	88.9	88.1	89.3	89.0	90.0
Summer	17.8	15.1	21.2	23.8	24.0	19.7	22.3	19.8	19.8	23.2	19.5
2 Fall	70.5	75.4	76.4	76.3	76.5	80.3	76.6	73.7	74.2	75.3	76.7
Spring	64.8	71.4	71.5	71.8	71.2	77.2	72.6	67.4	68.7	69.8	--
Summer	16.5	21.6	24.6	24.6	22.7	21.1	20.9	20.2	22.6	22.2	--
3 Fall	38.4	43.4	43.3	42.9	43.4	39.5	41.7	42.7	43.0	42.9	--
Spring	29.3	32.3	30.9	30.9	32.3	28.7	31.0	32.4	31.5	--	--
Summer	10.9	12.3	10.9	11.0	11.0	9.0	9.0	9.0	8.9	--	--
4 Fall	13.6	15.5	15.1	14.8	15.1	12.4	15.2	16.0	15.3	--	--
Spring	10.2	10.2	10.2	9.5	10.6	8.7	10.2	10.4	--	--	--
Summer	3.4	3.5	3.9	3.9	3.8	2.8	2.7	3.0	--	--	--
5 Fall	4.8	3.7	4.5	4.3	5.1	4.4	5.4	5.1	--	--	--
Spring	3.1	2.6	3.5	3.0	4.1	3.6	4.3	--	--	--	--
Summer	0.9	1.5	1.2	0.9	1.8	1.4	1.4	--	--	--	--
6 Fall	2.0	1.8	1.9	1.7	2.5	2.4	2.9	--	--	--	--
Spring	1.7	1.3	1.3	1.6	1.7	2.4	--	--	--	--	--
Summer	0.3	0.7	0.5	0.5	0.4	0.3	--	--	--	--	--
7 Fall	1.2	1.2	0.9	1.6	1.5	1.4	--	--	--	--	--
Spring	0.9	1.2	0.9	1.4	1.2	--	--	--	--	--	--
Summer	0.3	0.5	0.3	0.4	0.5	--	--	--	--	--	--
8 Fall	0.9	1.1	0.6	1.3	1.2	--	--	--	--	--	--

The enrollment rate by term for new beginning transfer students for Fall 1983 to Fall 1994 cohorts showed a persistence rate to the second year for the ten year period ranged from 70.5% to 80.3% compared to a range from 71.9% to 80.4% for new beginning freshmen for the same time span; transfer student continuation rate for the third year ranged from 38.4% to 43.4% compared to a range from 59.7% to 69.8% for new beginning freshmen and a range from 12.4 to 16% for transfers compared to a range from 54.4% to 64.6% for new beginning freshmen for the fourth year.

Illinois State University
Graduation Rate by Term for New Beginning Freshmen
Fall 1983 to 1994 Cohorts

Number

Year/Term	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
3 Fall	--	--	--	--	--	--	1	--	1	--	--	--
Spring	14	9	7	8	8	4	4	4	2	--	--	--
Summer	7	4	3	10	4	11	5	8	6	--	--	--
4 Fall	34	61	52	64	70	92	44	42	--	--	--	--
Spring	761	684	766	840	794	778	725	645	--	--	--	--
Summer	293	271	338	296	366	241	232	207	--	--	--	--
5 Fall	282	307	387	365	382	372	353	--	--	--	--	--
Spring	243	246	269	334	306	375	295	--	--	--	--	--
Summer	80	103	91	124	97	99	134	--	--	--	--	--
6 Fall	46	64	54	75	78	84	--	--	--	--	--	--
Spring	36	38	46	52	59	54	--	--	--	--	--	--
Summer	20	27	45	26	14	23	--	--	--	--	--	--
7 Fall	9	14	16	17	14	--	--	--	--	--	--	--

BEST COPY AVAILABLE

Percent of Initial Cohort

Year/Term	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
3 Fall	--	--	--	--	--	--	0.0	--	0.0	--	--	--
Spring	0.4	0.2	0.2	0.2	0.2	0.1	0.1	0.1	0.1	--	--	--
Summer	0.6	0.3	0.3	0.4	0.3	0.4	0.3	0.4	0.3	--	--	--
4 Fall	1.6	2.0	1.6	2.0	2.1	3.0	1.5	1.7	--	--	--	--
Spring	23.3	20.2	21.2	22.3	22.2	24.5	21.1	21.4	--	--	--	--
Summer	31.7	27.4	29.9	29.4	31.5	31.1	27.4	27.8	--	--	--	--
5 Fall	39.7	35.6	39.8	38.3	41.2	41.4	37.0	--	--	--	--	--
Spring	46.7	42.1	46.7	46.3	49.0	51.8	45.0	--	--	--	--	--
Summer	49.0	44.9	49.1	49.3	51.4	54.5	48.6	--	--	--	--	--
6 Fall	50.3	46.6	50.5	51.1	53.4	56.8	--	--	--	--	--	--
Spring	51.3	47.6	51.6	52.4	54.9	58.3	--	--	--	--	--	--
Summer	51.9	48.3	52.8	53.0	55.3	59.0	--	--	--	--	--	--
7 Fall	52.1	48.7	53.2	53.4	55.6	--	--	--	--	--	--	--
Cumulative	54.3	50.5	54.4	54.8	56.2	59.0	48.6	27.8	0.3	--	--	--

Illinois State University
Graduation Rate by Term for New Beginning Transfers
Fall 1983 to 1994 Cohorts

Number

Year/Term	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
1 Fall	--	--	--	--	--	--	--	--	--	--	--
Spring	43	8	1	2	2	1	1	3	1	6	1
Summer	24	6	5	9	5	4	3	8	5	2	4
2 Fall	30	17	15	26	29	10	25	27	26	23	--
Spring	322	336	312	333	349	317	377	318	319	340	--
Summer	126	116	102	118	110	82	132	141	117	145	--
3 Fall	160	159	175	175	175	133	193	181	206	--	--
Spring	215	202	171	201	222	129	199	249	264	--	--
Summer	88	93	89	78	91	63	71	89	84	--	--
4 Fall	74	78	70	88	96	44	93	120	--	--	--
Spring	81	94	80	69	71	37	80	101	--	--	--
Summer	32	40	32	41	46	17	26	33	--	--	--
5 Fall	27	21	20	16	20	8	29	--	--	--	--
Spring	28	18	18	22	21	12	30	--	--	--	--
Summer	7	11	13	6	15	5	12	--	--	--	--
6 Fall	8	2	9	7	10	4	--	--	--	--	--
Spring	5	4	10	4	8	10	--	--	--	--	--
Summer	2	6	7	4	2	2	--	--	--	--	--
7 Fall	3	2	3	2	6	--	--	--	--	--	--
Spring	4	4	3	5	3	--	--	--	--	--	--
Summer	3	3	3	2	4	--	--	--	--	--	--
8 Fall	2	5	2	3	--	--	--	--	--	--	--
Spring	4	4	3	2	--	--	--	--	--	--	--
Summer	1	1	1	1	--	--	--	--	--	--	--
Cumulative (as of Summer 1994)	1,303	1,238	1,150	1,214	1,285	878	1,271	1,270	1,022	516	5

Percent of Initial Cohort

Year/Term	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
1 Fall	--	--	--	--	--	--	--	--	--	--	--
Spring	2.1	0.4	0.1	0.1	0.1	0.1	0.0	0.1	0.0	0.3	0.1
Summer	3.3	0.8	0.3	0.6	0.4	0.4	0.2	0.5	0.3	0.4	0.3
2 Fall	4.7	1.7	1.2	2.0	1.8	1.2	1.4	1.7	1.5	1.4	--
Spring	20.4	19.7	19.0	19.9	19.6	26.9	20.0	15.9	16.5	17.1	--
Summer	26.6	26.0	24.9	26.3	25.2	33.5	26.5	22.1	22.0	23.7	--
3 Fall	34.4	34.5	34.9	35.7	34.1	44.3	36.0	30.2	31.7	--	--
Spring	44.8	45.4	44.7	46.6	45.3	54.7	45.8	41.3	44.2	--	--
Summer	49.1	50.4	49.7	50.8	50.0	59.8	49.3	45.3	48.1	--	--
4 Fall	52.7	54.6	53.7	55.5	54.9	63.3	53.9	50.6	--	--	--
Spring	56.7	59.7	58.3	59.2	58.5	66.3	57.8	55.1	--	--	--
Summer	58.2	61.8	60.1	61.4	60.8	67.7	59.1	56.6	--	--	--
5 Fall	59.6	62.9	61.3	62.3	61.8	68.4	60.5	--	--	--	--
Spring	60.9	63.9	62.3	63.5	62.9	69.3	62.0	--	--	--	--
Summer	61.3	64.5	63.1	63.8	63.7	69.7	62.6	--	--	--	--
6 Fall	61.6	64.6	63.6	64.2	64.2	70.1	--	--	--	--	--
Spring	61.9	64.8	64.2	64.4	64.6	70.9	--	--	--	--	--
Summer	62.0	65.1	64.6	64.6	64.7	71.0	--	--	--	--	--
7 Fall	62.1	65.3	64.7	64.7	65.0	--	--	--	--	--	--
Spring	62.3	65.5	64.9	65.0	65.1	--	--	--	--	--	--
Summer	62.4	65.6	65.1	65.1	65.3	--	--	--	--	--	--
8 Fall	62.5	65.9	65.2	65.2	--	--	--	--	--	--	--
Spring	62.7	66.1	65.4	65.4	--	--	--	--	--	--	--
Summer	62.8	66.2	65.4	65.4	--	--	--	--	--	--	--
Cumulative (as of Summer 1994)	63.5	66.6	65.8	65.4	65.3	71.0	62.6	56.6	48.1	23.7	0.3

Graduation rates for new beginning transfer students for Fall 1983 to Fall 1994 cohorts were in a range from 22% to 33.5% at the end of two academic years (fall, spring, and summer). The percent of transfer students graduating at the end of three academic years varied from 45.3% to 59.8%. At the conclusion of four academic years, the percent of transfer students graduating ranged from 56.6% to 67.7 %.

In a May 1994 publication Undergraduate Education: Transfer and Articulation Re-examined prepared by staff of the State of Illinois Board of Higher Education it was noted that the first study using data from the public institutions' Shared Data System, Undergraduate Education: Transfer and Articulation (May 1992), found that 52 percent of students who transferred from a public community college to a public university during fiscal year 1987 earned a baccalaureate degree within four years of transfer (through fiscal year 1990). This 1992 study also found a relationship between associate and baccalaureate degree completion: 70 percent of the 1987 transfers who transferred into the upper-division within public universities after earning AA or AS degrees completed their baccalaureate degrees within four years of transfer.

The second study of Illinois State University student's persistence and graduation rates examined the enrollment and graduation data of native and transfer student cohorts for Fall 1985, Spring 1986, Fall 1987, Spring 1988, Fall 1989, and Spring 1990 combined.

Illinois State University Persistence and Graduation Cohorts
Fall 1985, Spring 1986, Fall 1987, Spring 1988, Fall 1989, and Spring 1990

Combined Population

Class	Native	Transfer
Freshmen	11,846	1,272
Sophomores		2,169
Junior		3,666
Total	**11,846**	**7,107**

Gender	Native	Transfer
Male	5,272	3,630
Females	6,574	3,477
Total	**11,846**	**7,107**

	Freshmen				Sophomore				Junior			
	Native	%	Transfer	%	Native	%	Transfer	%	Native	%	Transfer	%
Count	11846		1272		8674 *		2169		7535*		3666	
Not Grad	5649	47.7	699	55.0	2546	29.4	914	42.3	1344	17.8	880	24.0
Grad	6197	52.3	573	45.0	6128	70.6	1245	57.7	6191	82.2	2786	76.0

Illinois State University
Baccalaureate-Oriented Associate Degree and Time to Degree
Comparison of Junior Native and Transfer Student Cohorts

Fall 1985, Spring 1986, Fall 1987, Spring 1988, Fall 1989, and Spring 1990

No Associate Degree

	Nat*	%	4YR	%	2YR	%	Tot.Tr.	%
Count	7396		396		1543		1939	
Not Grad	1270	17.2	122	30.8	453	29.4	575	29.7
Grad	6126	82.8	274	69.2	1090	70.6	1364	70.3
NSEM Grad	5		6		5			

* Native students who continued beyond freshman year.

Baccalaureate-Oriented Associate Degree and Time to Degree
Comparison of Junior Native and Transfer Students

Associate Degree

	Nat*	%	4YR	%	2YR	%	Tot.Tr.	%
Count	139		40		1687		1727	
Nt. Grad	74	53.2	5	12.5	300	17.8	305	17.7
Grad	65	46.8	35	87.5	1387	82.2	1422	82.3
NSEM Grad	5		5		5			

* Native students who continued beyond freshman year.

The total population included 11,846 native students who entered Illinois State as freshmen having never attended another post-secondary institution or who graduated from high school the previous Spring and 7,107 transfer students of which 1,272 entered as a freshmen transfer, 2,169 entered as a sophomore transfer, and 3,666 entered as a junior transfer. The native freshmen were represented by 5,272 male or 44.5% and 6,574 female or 55.5 % of the native population. Gender distribution for transfer students was 3,630 males or 51% and 3,477 females or 49% of the transfer population.

Illinois State awards degrees in May, August, and December. We examined the graduation data through August 1994 for the total population. A comparison of graduation rates for native students and freshmen transfer students revealed 6,197 or 52.3% of the native students compared with 573 or 45% of the freshmen transfer students had received a degree. The sophomore and junior transfer students were compared with native students who continued through the sophomore year and native students who continued through the junior year. Out of the 11,846 native students, 8,674 or 73% continued through the sophomore year; of these students 6,128 or 71% had received a degree. Of the 2,169 sophomore transfer students, 1,245 or 57.7% received a degree. A total of 7,535 or 63.6 % of the native student population continued through the junior year; of these students 6,191 or 82.2% of those continuing (52.2% of the original native student population) were awarded a bachelor's degree. The study included 3,666 transfer students who entered as juniors; a total of 2,786 or 75.9% of the junior transfer students received their degree.

The graduation rate for those students who had earned a baccalaureate-oriented Associate Degree compared to those who had not completed the Associate degree was also examined. Of the 3,666 junior transfer students, 1,727 or 47.1% completed the Associate Degree. Of these 1,727 transfer students with an Associate of Arts, 1,422 or 82.3% received the bachelor's degree. 1,939 or 52.9% of the junior transfer students did not earn a baccalaureate-oriented Associate Degree. Of these 1,939 junior transfers students, 1,364 or 70.3% were awarded a bachelor's degree. In this study, the percentage of the junior transfer students with a baccalaureate-oriented Associate Degree that earned a bachelor's degree (82.3%) was similar to the native juniors who earned a bachelor's degree (82.8%).

Time to completion of the degree was examined by counting the number of sessions the student attended, including the session the degree was awarded. Statistics revealed that both native juniors and junior transfer students with an Associate of Arts or transferring from a two-year institution earned the degree within five semesters on average after entering the junior year; the four-year junior transfer student received the bachelor's degree six semesters on average after entering the junior year.

Summary

Our research shows that the transfer student population is becoming an increasingly larger segment of our undergraduate student population. The students who responded to the survey on services were generally positive in their ratings and comments. The areas pointed out as problem areas by the survey respondents did not surprise the researchers and were areas of which the campus community is strongly aware and has taken under consideration.

We also need to look at the cooperation between these various offices in serving the transfer student. First of all, does that cooperation even exist, and secondly, what can we do to improve upon that cooperation? This initial research has started the various offices thinking in terms of serving the specific needs of the transfer student so it should be followed with further research that could lead to changes and enhancements in current services.

The retention and graduation rates of transfer students at Illinois State University are comparable to those of our native students and exceed the average for the State of Illinois. Our ability to appropriately and completely serve the transfer student population depends on a continuation of the research which we have just initiated. It is important that we begin to place as much emphasis on the success and retention of our transfer students as we place on the success and retention of our native students. We must become as aware of the transfer students' needs as we are of the native students' needs and the differences in those needs. Even though many of our offices are currently involved in serving both the transfer student and the native student, these services are the same for both groups. We need to determine how to better serve those groups individually but still within these same offices.

Statewide, institutions need to begin to discuss and share information to better understand the transfer students' specific needs and how best to serve them. Nationally, there is a need for considerable research to be done in the area of serving the transfer student so that all institutions will have those resources to draw upon as we become more aware of the importance of the transfer student population as a valuable enrollment resource.